

## Comparison of Verbs Across Complexity Levels

This document has been developed to emphasize the subtle differences between similar verbs across complexity levels.

Level 3 -- Application Most Complex		Level 2 -- Basic Recall Moderately Complex		Level 1 -- Beginning Awareness Least Complex	
<b>General Student Expectations</b>	<p><u>General Student Expectations Level 3:</u> A student is required to make decisions “on his or her own” which means he or she must do so independently of choices since choices cannot be provided at this complexity level. A student must use the knowledge that he or she acquired during instruction to come to a decision in the task. Coming to a decision or making an independent response without visuals or examples can be difficult, or even impossible, for some students because of their cognitive disability. Providing a framework or structure to help a student make a decision or respond on his or her own may be necessary. A wide array of materials can be provided. A wide array is an abundance of both relevant and irrelevant materials that the student may review or use to help him or her come to a decision or respond. These materials cannot be presented as choices but rather as available resources that can be used if so initiated by the student. In using the wide array, the student must first determine what the task demands based on the teacher’s initial directions, what information is needed, what information is relevant for the task, and then use the information appropriately to come to a decision or respond.</p>	<b>General Student Expectations</b>	<p><u>General Student Expectations Level 2:</u> A student is required to make decisions or choices based on information that has just recently been presented or is right in front of the student. Level 2 tasks are designed for students to be given at least three options from which to choose the correct response. For some tasks a student may be able to communicate a response without the three choices. For example, a student may not need choices for a task requiring him or her to choose someone to write a note to; however, if the student is not able to make this choice, then at least three choices must be provided. At least two of the choices must be incorrect. Choices can be provided in any format depending on the student’s preferred learning style – for example, through use of pictures, words, verbal information, or sensory input. The teacher may also decide to provide more than three choices; however, only one of the choices can be correct. Additionally, each of the choices that are provided must be equally viable for the task. For example, when requiring a student to identify a sensory word corresponding to the sense of sight, the choices must all be sensory words. Using “booming,” “flickering,” or “stinky” as the choices would be equally viable. Using “the,” “flickering,” or “John” as choices would be inappropriate since only one is a sensory word.</p>	<b>General Student Expectations</b>	<p><u>General Student Expectations Level 1:</u> A student is required to indicate awareness of a task and show that he or she knows that an activity is occurring or that a stimulus is being presented. Because of multiple disabilities and the severity of the disabilities, students being assessed on Level 1 tasks are often less active and may require more supports to access the task than other students. A teacher or peer is often the one providing the direct physical access to the stimuli or commenting on the task, while the student observes or joins in the activity with supports. The student must demonstrate an authentic response to what is being shown or experienced. Level 1 tasks most often involve sensory input and exposure to stimuli through experiences, objects, or representations. Any materials or information used in a Level 1 task should be presented to the student one at a time. Since a student being assessed on a Level 1 task is not required to make choices or decisions based on information, a presentation of more than one item at a time is inappropriate as this may indicate that the student should make a choice. Asking a student a question on a Level 1 task is inappropriate as well for the same reason.</p>

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<p style="text-align: center;"><b>Conduct</b></p> <p><u>Definition of Conduct:</u> Taking part in or following a series of steps to completion; typically requires the use of various materials</p> <p><u>Specific Student Expectations:</u> For the verb “conduct,” a student is required to take the lead in or follow the steps of an investigation in its entirety with the teacher always in close proximity for safety. For a Level 3 task in which the student is required to conduct an investigation to find out what happens when force is applied to an object, the student could have access to written and pictorial steps of the process for an investigation. This information must be presented in a wide array of processes either displayed on a poster in the classroom with a variety of other processes or in a journal containing numerous processes used throughout the year. An example process poster might be:</p> <p>Step 1: Select items for the investigation Step 2: Determine what to apply to the items Step 3: Experiment with items Step 4: Record data using a data collection form</p> <p>In this example, the student must decide how to specifically accomplish each of the steps to conduct the investigation.</p>	<p style="text-align: center;"><b>Assist</b></p> <p><u>Definition of Assist:</u> Performing some steps or part of an activity with a teacher or peer that directly relates to the skill being measured in the task; must be actively involved in the task for the entire process but is not required to perform all steps of the process</p> <p><u>Specific Student Expectations:</u> A student can assist the teacher in many different ways with each step of the activity or process being addressed as it occurs. For a Level 2 task that involves moving objects with and without a simple machine, the student could assist the teacher by gathering one or more of the needed materials for the investigation as directed by the teacher or by choosing which object he or she wants to move (medicine ball, brick, or heavy box), by helping the teacher move the object, by choosing which of four simple machines to use (inclined plane, pulley, lever, or wheel and axle), and by using the simple machine to move the object with the teacher’s or a peer’s help. It is important to note that in this example the student is not being tested on “choosing” the object to be moved or the simple machine to be used. The task is to “assist” the teacher in the activity. It would not be appropriate for the student to complete only one of the above mentioned steps. The student must stay actively engaged in the task from the beginning of the activity or process until the end. The student should be included in each step of the process; however, he or she does not need to complete <b>all</b> of each step, just assist in each step. The student must assist</p>	<p style="text-align: center;"><b>Participate</b></p> <p><u>Definition of Participate:</u> Having involvement in an activity with a teacher or peer; involves awareness of the activity throughout the process</p> <p><u>Specific Student Expectations:</u> It is not an appropriate interpretation of the complexity level 1 verb “participate” to require a student to perform any step of an activity or process on his or her own. Students at this complexity level are only required to be aware of the activity or process. A student can participate in an activity in a variety of different ways. For a Level 1 task requiring the student to participate in moving an object, the teacher might select an object of particular interest for a student (i.e., a cube that lights up when moved or a ball that has sound when moved). The student could participate in moving the object by wiggling his or her fingers after his or her hands were placed on the object. The student could participate by holding the teacher’s hand as both the teacher and student push the object together. As with all Level 1 tasks, the student must show an observable, authentic response directly related to what was seen or experienced. In the above instance of holding the teacher’s hand to push the object together, the student would still need to demonstrate the verb “participate.” This could be done by the student reaching for or leaning toward the object, by vocalizing when the object moved, or by focusing attention on the teacher as an explanation of the effect of force on movement is given. Because a student must</p>

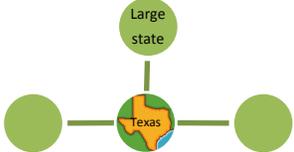
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<b>Conduct</b>	<p>Students on a Level 3 task might be asked to conduct:</p> <ul style="list-style-type: none"> <li>• an investigation to measure the effect of friction on moving objects</li> <li>• an investigation observing changes in the states of matter</li> <li>• research about living organisms and their ability to survive in their environment</li> <li>• an interview or survey poll</li> </ul>	<b>Assist</b>	<p>in the step or steps that relate specifically to the predetermined criteria.</p> <p>Students on a Level 2 task might be asked to assist in:</p> <ul style="list-style-type: none"> <li>• applying force to move objects</li> <li>• graphing a weather condition for a number of days</li> <li>• using a mathematical tool to measure the sides of an object</li> <li>• finding a word in a reference material</li> <li>• imitating the rhythm of a poem</li> </ul>	<b>Participate</b>	<p>remain alert and aware throughout the task, Level 1 tasks are often much shorter than those at Level 2.</p> <p>Students on a Level 1 task might be asked to participate in:</p> <ul style="list-style-type: none"> <li>• moving objects in different ways and/or with the use of an inclined plane</li> <li>• grouping objects by physical properties or common characteristics</li> <li>• adding objects to sets</li> <li>• creating a mathematical pattern</li> <li>• creating and using a list</li> <li>• constructing a graph</li> <li>• placing his or her name in a story as the character or author</li> </ul>
<b>Determine</b>	<p><u>Definition of Determine:</u> Using prior knowledge, newly learned knowledge, or reference materials to make decisions or find answers on his or her own</p> <p><u>Specific Student Expectations:</u> For a Level 3 task requiring a student to determine a conclusion from a graph, the student would need to have knowledge of a variety of graphs such as bar graphs, line graphs, pie charts, and T-charts and how to interpret them. This means that the student would need to know such things as where to locate the graph's or chart's title, where to locate the axes or sectors, how to read the axes or sectors, and how to compare and interpret the data. For example, if given a circle graph divided into sectors representing the results of a survey</p>	<b>Identify</b>	<p><u>Definition of Identify:</u> Singling out the "one" that is named, described, or requested</p> <p><u>Specific Student Expectations:</u> A student who is required to identify information during a task must always be provided at least three choices from which to choose. For a Level 2 task requiring the student to identify the specific number represented by one of the bars in a bar graph, the student's choices lay within the confines of the graph. For example, after assisting in gathering and graphing data from a survey on favorite pizza toppings, the teacher may ask the student to identify from the graph how many people chose pepperoni as their favorite topping. The</p>	<b>Acknowledge</b>	<p><u>Definition of Acknowledge:</u> Having an awareness of a single object, item, individual, or idea when presented to the student; requires limited knowledge or understanding of the object, item, individual, or idea; does not require the student to make a decision or choice</p> <p><u>Specific Student Expectations:</u> Any type of graph may be used for a graphing task; however, for students being assessed on a Level 1 task, the use of an object or tactile bar graph may be the most appropriate. For example, a graph could be displayed on the wall using brightly colored yarn to divide the wall into cells. For a graph representing the results of a survey on favorite movies, DVD cases with pictures or objects representing the movies could be placed in the cells by attaching them with fasteners. The student could acknowledge the graph or the column with the most DVD cases by actually</p>

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<b>Determine</b>	<p>on favorite sports activities, the student would need to use his or her knowledge of graphs to determine a conclusion when asked, “What does the graph tell us about football and basketball?” It would not be appropriate for the student on a Level 3 task to be asked a question such as “Which sport activity is most popular?” In order to arrive at a conclusion as in this example, the student must do more than just state information that is directly displayed in the graph. The student needs to compare more than one piece of data and then interpret the data to determine a conclusion.</p> <p><u>Students on a Level 3 task might be asked to determine:</u></p> <ul style="list-style-type: none"> <li>• conclusions using results from investigations or from data on graphs</li> <li>• the lesson of a story not explicitly stated</li> <li>• an author’s purpose for writing a text</li> <li>• the range or mode of the data from a list of numbers in random order</li> <li>• the relationship of graphics to the steps of a procedure</li> </ul>	<b>Identify</b>	<p>teacher could highlight information on three or four sections of the graph or point to these three or four sections on the graph indicating the options from which the student should choose. The graph and options clearly display the correct answer because it is directly in front of the student. The student does not need to interpret the data in any way – just recall it or identify it.</p> <p><u>Students on a Level 2 task might be asked to identify:</u></p> <ul style="list-style-type: none"> <li>• specified parts of graphs (i.e., x- and y-axes) or information in graphs (i.e., number represented in one of the bars of a bar graph)</li> <li>• the character that learned a lesson</li> <li>• an incorrectly written sentence</li> <li>• organisms that live in a specified habitat</li> <li>• the body’s reaction to exercise</li> <li>• the fraction represented by a model</li> <li>• the antonym for a word</li> </ul>	<b>Acknowledge</b>	<p>experiencing the graph through touch or sight as the teacher makes statements regarding the graph. Appropriate statements might be “Most people liked the movie, _____” or “Only two people liked the movie, _____.” It would not be appropriate to ask a student about his or her favorite movie or expect the student to understand the results of the graph.</p> <p><u>Students on a Level 1 task might be asked to acknowledge:</u></p> <ul style="list-style-type: none"> <li>• an object graph or data on a graph</li> <li>• representations (i.e., of stages in a life cycle, of words, of Texas)</li> <li>• the outcome of a story</li> <li>• an exaggerated feature of an advertisement</li> <li>• the sensory input for a weather condition</li> </ul>
<b>Analyze</b>	<p><u>Definition of Analyze:</u> Thinking critically; determining the characteristics of and/or relationships between ideas or items</p> <p><u>Specific Student Expectations:</u> The verb “analyze” requires a student to thoroughly review and compare two or more attributes or aspects of information. For a Level 3 task requiring the student to</p>	<b>Examine</b>	<p><u>Definition of Examine:</u> Inspecting closely for a specific purpose; typically requires the student to do something with the information learned through the examination process</p> <p><u>Specific Student Expectations:</u> For a Level 2 task that requires a student to examine informational texts for different purposes, the student could be presented with an article and captioned illustration</p>	<b>Explore</b>	<p><u>Definition of Explore:</u> Becoming familiar with by testing or experimenting; does not require the student to do anything with any information gained through the exploration process</p> <p><u>Specific Student Expectations:</u> To “explore,” a student needs to show that he or she is aware of a stimulus and the sensory experience that is generated from the exploration or contact with the stimulus</p>

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<p style="text-align: center;"><b>Analyze</b></p> <p>analyze the effectiveness of two author’s presentations – one being an informational text on a location and the other being a persuasive text encouraging others to visit the location – the student would need to read or hear the two texts. The student could generate a Venn diagram or pro/con list for each of the presentations. He or she would then need to determine the authors’ purposes for writing each text and come to a decision about whether each author achieved his or her purpose.</p> <p><u>Students on a Level 3 task might be asked to analyze:</u></p> <ul style="list-style-type: none"> <li>• two media pieces to determine which more closely represents a poem</li> <li>• weather data</li> <li>• the results of a probability experiment</li> <li>• how the setting influences the character in a story</li> <li>• the information presented in a print source versus the information in an electronic source</li> <li>• how the illustration supports the text</li> </ul>	<p style="text-align: center;"><b>Examine</b></p> <p>from the daily newspaper, a cookbook containing recipes with pictures of each step, and a grade-appropriate informational text on a topic of interest to the student such as ocean animals. To examine the texts, the student could be given a checklist of items that he or she might look for in each text. The checklist might resemble the following:</p> <div data-bbox="926 505 1215 870" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Strategy Card for Examining Texts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <b>TITLE</b>.</li> <li><input type="checkbox"/> <b>LOOK</b> at pictures.</li> <li><input type="checkbox"/> <b>LOOK</b> for <b>bold</b> or <i>italicized</i> words.</li> <li><input type="checkbox"/> <b>LOOK</b> for 1, 2, 3.</li> <li><input type="checkbox"/> Read 1<sup>st</sup> and last ¶.</li> </ul> </div> <p>After examining the texts, the student should use the information he or she gained during the examination process to identify the text for a specified purpose.</p> <p><u>Students on a Level 2 task might be asked to examine:</u></p> <ul style="list-style-type: none"> <li>• texts for different purposes</li> <li>• weather information</li> <li>• representations (of animal functions, characteristics of the sun, the community)</li> <li>• characteristics of solids and liquids</li> <li>• characteristics of animals and their environments</li> </ul>	<p style="text-align: center;"><b>Explore</b></p> <p>provided. For a Level 1 task requiring a student to explore a group of books, the student should be presented with one book at a time. Each book could be modified to include a tactile symbol on the cover. For example, a book on plants might have leaves attached to the cover or a cookbook might have a fork attached to the cover. In order to explore the books, the student could move his or her fingers over the tactile symbols when placed within his or her reach. The teacher could read and/or comment on each text as the student explores it.</p> <p><u>Students on a Level 1 task might be asked to explore:</u></p> <ul style="list-style-type: none"> <li>• a group of books</li> <li>• objects in sets and patterns</li> <li>• objects on a graph</li> <li>• the length of different objects</li> <li>• representations (of day and night, words, characters, emotions, activities)</li> <li>• living things</li> </ul>

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<p style="text-align: center;"><b>Classify</b></p> <p><u>Definition of Classify:</u> Grouping items together based on common characteristics or properties; must generate groupings on his or her own when given general parameters such as by attributes, habitats, or parts of speech</p> <p><u>Specific Student Expectations:</u> A student being assessed on a Level 3 task requiring classification must be able to group items by similarities that he or she determines or by grouping items when given only general parameters. A student cannot be told how to classify on a Level 3 task. The student would need to have had instruction on a variety of ways to classify. For example, for a task requiring a student to classify objects by their physical properties, the student would need to understand what is meant by physical properties and be able to critically analyze objects for similarities. If a framework or structure is needed for the student to be successful, the teacher could make available a wide array of resources, including a poster listing numerous ways that objects can be classified by physical properties. Some of the ways listed on the poster should not be appropriate given the objects. The poster might include the following: color, shape, texture, size, buoyancy, weight, number, softness, hardness, and usefulness. The student will need to cull through the information on the poster to determine what might be relevant for the task and then use the information appropriately to classify the objects.</p>	<p style="text-align: center;"><b>Sort</b></p> <p><u>Definition of Sort:</u> Putting items into groups when given the categories, characteristics, or attributes</p> <p><u>Specific Student Expectations:</u> For a Level 2 task requiring the student to sort objects, the student can be given specific categories describing how the objects should be sorted. For example, if the task required the student to sort objects by whether they sink or float, the student could be presented with two boxes – one marked “Sink” and the other marked “Float.” After experimenting with the objects and water, the student could place the objects in the appropriate box.</p>	<p style="text-align: center;"><b>Experience</b></p> <p><u>Definition of Experience:</u> Receiving information through exposure to stimuli; typically involves the use of many of the senses</p> <p><u>Specific Student Expectations:</u> For the verb “experience,” the student has to be engaged in the task and receive input that he or she is able to internally process and acknowledge in some way. A task requiring the student to experience a pushing and pulling motion should involve the student in the actual act of pushing or pulling if possible. The student may need to be securely positioned in front of an object so that his or her arms could be placed on either side of the object. The teacher could place his or her own hands on top of the student’s hands to allow the student to feel the push and pull motions as force is applied. In order to get credit for experiencing the motion, the student would have to show an authentic response as each motion is experienced. The teacher should feel that the response is directly linked to the sensation of pushing or pulling.</p>

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<b>Classify</b>	<p>Students on a Level 3 task might be asked to <u>classify</u>:</p> <ul style="list-style-type: none"> <li>• objects by their physical properties</li> <li>• words by meaning, affixes, or parts of speech</li> <li>• animals by their habitat</li> </ul>	<b>Sort</b>	<p>Students on a Level 2 task might be asked to <u>sort</u>:</p> <ul style="list-style-type: none"> <li>• objects by property (sink or float)</li> <li>• objects or data for a graph</li> <li>• animals by distinctive features</li> </ul>	<b>Experience</b>	<p>Students on a Level 1 task might be asked to <u>experience</u>:</p> <ul style="list-style-type: none"> <li>• pushing and pulling motions</li> <li>• feeding living things</li> <li>• action words</li> <li>• sensory input related to weather, an experiment, text, or event</li> </ul>
<b>Predict</b>	<p><u>Definition of Predict:</u> Telling about a future event based on observation, experience, text evidence, prior knowledge, or scientific reason; prediction must be valid or reasonable for the situation</p> <p><u>Specific Student Expectations:</u> In order for a student to “predict,” he or she must pull together all the information he or she knows about the topic based on previous learning or personal experience. For a Level 3 task requiring a student to predict a character’s reaction to an event, the student must understand the circumstances surrounding the event, note other feelings and reactions experienced in the story, and consider clues from the text that help the reader understand the character and how he or she might feel about the event. After reading from a grade-appropriate text, the student could select a story map to track the events and reactions the character experienced so far in the story. A summary of the next chapter in the book could be read. The student could predict how he or she thinks the character will react in the new chapter based on the story map that was previously generated and a poster of a wide array of all possible emotions.</p>	<b>Supply</b>	<p><u>Definition of Supply:</u> Providing additional or missing information to a task; often becomes an extension to the original information</p> <p><u>Specific Student Expectations:</u> Level 2 tasks require a student to recall or reproduce information presented to him or her. For a math task, a student might be shown an addition number sentence with manipulatives for all parts of the sentence – for example,</p> <div style="text-align: center;"> </div> <p>To “supply” another addition number sentence, the student could be presented with different quantities of manipulatives. Using the manipulatives, the student would need to create another number sentence by correctly supplying the parts needed to make the number sentence.</p>	<b>Anticipate</b>	<p><u>Definition of Anticipate:</u> Showing an awareness that an object, item, or event is about to be repeated; reacting in a way that signals that the student is aware of an upcoming change</p> <p><u>Specific Student Expectations:</u> In order for a student to “anticipate” an event, he or she must be familiar with the event. This typically means that the event has been repeated numerous times and over numerous days so that it has become a routine. For a Level 1 task requiring a student to anticipate the next number in a series, the student and teacher would previously have had to establish a routine - for example, removing and counting items from the student’s lunchbox each day. A large horizontal grid with sequential numbers could be attached to the table in front of the student. As the teacher removes an item from the student’s lunchbox, he or she should place the item in the first grid with the numeral 1 and indicate to the student to look at the item or numeral. As the student responds, the teacher could activate a step-by-step voice-output device programmed with a short, funny musical tone and the numeral. The teacher should repeat the task with the next item from the student’s lunchbox and pause in the middle of the task. The student would need to show anticipation by authentically signaling in some way that he or she expects another item to be placed in the grid.</p>

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<b>Predict</b>	<p>Students on a Level 3 task might be asked to <u>predict</u>:</p> <ul style="list-style-type: none"> <li>• a character’s reaction to an event</li> <li>• the results of a probability exercise</li> <li>• the outcome of a fable</li> <li>• the content of a text using text features</li> </ul>	<b>Supply</b>	<p>Students on a Level 2 task might be asked to <u>supply</u>:</p> <ul style="list-style-type: none"> <li>• the operation needed for a math problem</li> <li>• another strand in a mathematical pattern</li> <li>• a new bar of data on a bar graph</li> <li>• the cost of a bus ride using a two-columned table</li> <li>• the missing step in a how-to text</li> </ul>	<b>Anticipate</b>	<p>Students on a Level 1 task might be asked to <u>anticipate</u>:</p> <ul style="list-style-type: none"> <li>• the next number in a series or the next step in a process</li> <li>• exploring the next object presented in a sequence</li> <li>• a reading activity</li> <li>• the continuation of a mathematical pattern</li> <li>• an interaction with a familiar person based on past experience</li> </ul>
<b>Generate</b>	<p><u>Definition of Generate:</u> Producing or creating an end product or idea; must be able to create the end product on his or her own</p> <p><u>Specific Student Expectations:</u> A student assessed on a Level 3 task may be required to generate a presentation. A presentation can be a poster, brochure, slide presentation, report, model, advertisement or any other produced work that the student generates relative to the task. For example, to generate a presentation on Texas, a student could create an advertisement for Texas after researching the topic for facts. The student could be provided with a wide array of templates from which to select. The wide array should include templates of many different kinds -- posters, travel brochures, advertisements, and graphic organizers. The student would need to determine which template would be best for his or her advertisement, and then produce the advertisement on his or her own.</p>	<b>Complete</b>	<p><u>Definition of Complete:</u> Finishing or bringing a task to an end; typically requires the student to finish an activity that has already been partially completed</p> <p><u>Specific Student Expectations:</u> If a student is required to use a graphic organizer for a Level 2 task, the organizer can be labeled and partially completed. For example, a graphic organizer focusing on Texas could be presented with the title in the middle circle and one fact about Texas in one of the outer circles.</p> <div style="text-align: center;">  </div> <p>The student could complete the organizer by dictating facts to the teacher to record. The student could then place the facts on the graphic organizer to complete it.</p>	<b>Respond</b>	<p><u>Definition of Respond:</u> Reacting to stimuli; may be positive or negative but must show an authentic or purposeful response</p> <p><u>Specific Student Expectations:</u> The verb “respond” requires a student to show an authentic response directly related to the stimulus or the task and be clearly different from behaviors shown prior to the presentation of the stimulus or task. Responding to a text is found frequently in Level 1 assessment tasks for reading. The teacher may need to plan ahead to provide sensory input appropriate to a text. For example, if reading a library book on Texas, the teacher might present the student with a heating pad when reading about warm weather or with voice-output devices programmed with cattle or horse sounds when reading about the territory. The student’s reactions to the text and sensory input would need to be authentic and purposeful and change as new text and input is provided.</p>

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<b>Generate</b>	<p><u>Students on a Level 3 task might be asked to generate:</u></p> <ul style="list-style-type: none"> <li>• a presentation about Texas using resources</li> <li>• a list (i.e., observations from an investigation, pros/cons, attributes of objects/figures, media features)</li> <li>• words (i.e., synonyms, adverbs, plurals)</li> <li>• sentences, paragraphs, or summaries</li> <li>• a problem-solving plan</li> <li>• equations, graphs, fractions</li> <li>• conclusions</li> </ul>	<b>Complete</b>	<p><u>Students on a Level 2 task might be asked to complete:</u></p> <ul style="list-style-type: none"> <li>• a graphic organizer focusing on Texas</li> <li>• a graph or table using data</li> <li>• a story map</li> <li>• an equation</li> <li>• a mathematical pattern</li> </ul>	<b>Respond</b>	<p><u>Students on a Level 1 task might be asked to respond to:</u></p> <ul style="list-style-type: none"> <li>• a word or text, rhythm of a poem, dramatic event, media presentation</li> <li>• a topic of interest or favorite part of a text</li> <li>• statements made by the teacher (i.e., safety procedures, the meaning of a sign)</li> <li>• characteristics of an item (i.e., physical properties, temperature, weight, length)</li> <li>• the results of an investigation</li> <li>• sensory input for quantity</li> </ul>